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ABSTRACT

Accreditation standards describe an integrated educational resources program for agencies serving blind and visually handicapped students. Seven areas are examined: planning and organization, personnel, textbook and instructional materials services, library services, equipment services, staff development and consultative services, and program evaluation. (CL)

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SELF-STUDY AND EVALUATION GUIDE | 1979 Edition

Educational Resources Program

NATIONAL ACCREDITATION COUNCIL
For Agencies Serving the Blind and Visually Handicapped
79 Madison Avenue
New York, N.Y. 10016

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Hueston Collingwood

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

EC113446

INSTRUCTIONS

PRELIMINARY STEPS. Two steps should precede the use of this section in a self-study.

1. All persons involved in the self-study should become familiar with *Section A, Manual of Procedures* for an understanding of the background and purposes of accreditation and the procedures to be followed in conducting a self-study using the various self-study and evaluation guides published by the National Accreditation Council.
2. Members of the self-study committee assigned to complete this guide should review the organization's statement of philosophy of service as a basic reference for the self-study.

RATING. In the parentheses ( ) preceding each standard, enter the letter representing the final evaluation reached in the self-study. Often, improvements are implemented during the self-study. In such instances, the ratings selected should represent conditions at the end of the self-study.

E – Excellent. The standard is met fully or exceeded.

S – Satisfactory. The standard is met substantially.

A – Adequate. The standard is met fairly well but some improvements could be made.

P – Poor. The standard is met only partially and improvements should be made.

M – Minimal. The standard is met to a small extent or not at all and substantial improvements should be made.

NA – Not Applicable. The standard does not apply for reasons stated under *Comments.*

COMMENTS. Throughout the section, space is provided after groups of standards for written comments. An explanation of the rating or any important feature or characteristic of the program can be noted here. Also, the reason why a particular standard or group of standards is not felt to apply to the organization can be outlined.

PROGRAMMING FOR IMPROVEMENT. This concluding part of the guide contains seven questions which provide an opportunity to list the outstanding features of the program and how it benefits the persons served. The questions also call for a listing of past improvements and those which are yet to be accomplished. Plans for improvement initiated as a result of the self-study should be included.

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for Agencies Serving the Blind and Visually Handicapped
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SELF-STUDY AND EVALUATION GUIDES

This self-study and evaluation guide is designed to be used in combination with other guides, listed below, available from the National Accreditation Council. An organization undertaking a self-study in applying for accreditation needs to use the following. *A*, either *B-1* or *B-2*, all *C* sections, those *D* sections for the services provided, an *E* form for certain staff members and *F*.

Section	Title and Edition
A	*Manual of Procedures (1979)*
B-1	*Agency Profile (1979)*
B-2	*School Profile (1979)*
C-1	*Function and Structure (1977)*
C-2	*Accounting for Services and Finances (1976)*
C-3	*Personnel Administration and Volunteer Service (1968)*
C-4	*Physical Facilities (1975)*
C-5	*Public Relations and Fund Raising (1968)*
D-2A	*Orientation and Mobility Services (1977)*
D-2B	*Orientation and Mobility Services (Dog Guide Programs) (1968)*
D-3	*Rehabilitation Centers (1968)*
D-4	*Workshop Services (1976)*
D-5	*Social Services (1968)*
D-6	*Vocational Services (1976)*
D-7	*Production of Reading Materials (1970)*
D-8	*Rehabilitation Teaching Services (1977)*
D-15	*Preschool Services (from Birth to Six) (1979)*
D-16	*Other Service Program (1979)*
D-20	*Curriculum Planning and Evaluation (1979)*
D-21	*Program for Multihandicapped Students (1979)*
D-22	*Program for K-12 Students (1979)*
D-23	*Program for Independent Living (1979)*
D-24	*Educational Resources Program (1979)*
D-25	*Leisure Education (1979)*
D-26	*Residential Living Program (1979)*
D-27	*Health Services (1979)*
D-28	*Educational Diagnostic and Counseling Services (1979)*
E	*Individual Staff Member Information Form (1977)*
F	*Evaluation Summary and Report (1979)*

Sections *D-2A* through *D-8* are applicable primarily to "agencies" and *D-20* through *D-28* primarily to "schools." *D-15* is used for preschool services in any setting. Similarly, *D-16* is used by all organizations for services for which NAC does not have specific standards such as radio reading service or special summer program.

STANDARDS PERSONNEL

COMMISSION ON STANDARDS. Wesley D. Sprague, *Chairman*, Executive Director, The New York Association for the Blind

Larry Baker, D.B.A., Associate Professor of Management & Organizational Behavior University of Missouri, St. Louis

John M. Crandell, Jr., Ph.D. Professor of Educational Psychology Brigham Young University

Ralph L. Hoag, Ed.D., Superintendent Arizona School for the Deaf and the Blind

John R. May, Executive Director (Ret.) San Francisco Foundation

Fred McDonald, Consultant Chicago, Illinois

Robert T. McLean, Ph.D. Professor of Mathematical Sciences Loyola University, New Orleans

Geraldine T. Scholl, Ph.D. Professor of Education University of Michigan

Donald H. Wedewer, Executive Director Florida Division of Blind Services

COORDINATING COMMITTEE, EDUCATION STANDARDS PROJECT. Geraldine T. Scholl, *Chairman*

Larry Baker

Verna S. Hart, Ed.D., Associate Professor, Early Childhood & Handicapped University of Pittsburgh

William J. McConnell, Chief Consultant Division of Services for the Visually Handicapped, Texas Education Agency

Susan Miller, Visually Impaired Consultant, Intermediate School District Traverse City, Michigan

Ferne K. Roberts, Associate Professor of Special Education Hunter College

Susan J. Spungin, Ed.D. Specialist in Education American Foundation for the Blind

Richard C. Umsted, Ed.D., Superintendent Illinois School for the Visually Impaired

Charles C. Woodcock, Director Perkins School for the Blind

PROJECT SUBCOMMITTEE WHICH FORMULATED THIS SECTION. Richard G. Umsted, *Chairman*

Henry Aldridge, Supervisor Children's Services Illinois School for Visually Impaired

Edward L. Anderson, Teacher Department for Visually Handicapped Arizona School for Deaf and Blind

Ruth Carpenter, Consultant Visually Impaired & Multihandicapped Dekalb County Board of Education Scottdale, Georgia

D. Gary Coker, Principal Tennessee School for the Blind

Gelene V. Kozlowski Vision Consultant Ohio Department of Health

Paul J. Lewis, Supervisor Florida Instructional Materials Center for Visually Handicapped

STAFF. Richard W. Bleecker, Ed.D., *Project Director*
Huesten Collingwood, *Project Administrator and General Editor*

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ACKNOWLEDGMENTS

This self-study and evaluation guide was developed as part of a two year project to revise and update the *Self-Study and Evaluation Guide for Residential Schools* published in 1968 by the National Accreditation Council (NAC). The Commission on Standards, under whose purview NAC conducts standards projects, was fortunate in being able to benefit from the volunteer services of Dr. Geraldine T. Scholl, a member of the Commission and the principal consultant for the 1968 *Guide*, who chaired this project and its Coordinating Committee.

A subcommittee headed by Dr. Richard G. Umsted undertook the task of updating and sharpening four sections of the 1968 *Guide* for school programs traditionally considered "non-curricular." Assisting Dr. Umsted were Henry Aldridge, Edward Anderson, Ruth Carpenter, Gary Coker, Gelene Kozlowski and Paul Lewis. Mr. Lewis drew up the initial draft of this section. The subcommittee reviewed and refined the draft in April 1977 and in June the Coordinating Committee approved it for national review as a replacement for *Section F, Instructional Material Services* of the 1968 *Guide*.

Seven schools for the blind field tested the national review draft in the Fall of 1977 by using it in realistic self-studies conducted according to NAC's regular procedures. Much appreciation is extended to the following schools which completed the field tests: Department for the Blind, Florida School for the Deaf and the Blind; Foundation for Blind Children, Scottsdale, Arizona; Mississippi School for the Blind; New York Institute for the Education of the Blind; St. Joseph's School for the Blind, Jersey City, New Jersey; Department for the Blind, Virginia School at Hampton and the Wisconsin School for the Blind. Also, two other schools used this draft in self-studies conducted in the school year 1977-78.

From these schools and from reviews by other individuals and groups came many comments and suggestions for improving the draft. It is not possible to name all the individuals who provided such input but they represented all categories of school staff, parents and other knowledgeable persons. All of their ideas on this section were considered by the subcommittee when it prepared a revised draft in the Spring of 1978.

This revised draft was carefully reviewed in June 1978 by the Coordinating Committee which recommended that it be approved by the Commission on Standards. This was accomplished at the November 1978 meeting of the Commission. Later that month, the Board of Directors gave final approval to the draft and authorized its publication for use in NAC's accreditation program.

Sincere appreciation is extended to the following foundations whose financial support made the project possible:

The Bodman Foundation, New York, New York;
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Assistance to the Coordinating Committee and project subcommittee was provided by NAC staff. In particular, Dr. Richard W. Bleecker served as project director. The project administrator and general editor was Huesten Collingwood.

EDUCATIONAL RESOURCES PROGRAM

INTRODUCTION

The exchange of information is essential in modern society and the modes of exchange and dimensions of information are as dynamic as society itself. The effectiveness of information exchange within the residential school setting is contingent upon the coordination of resources that exist within the school and outside resources which have the potential to extend and support the goals and the objectives established by the school. Such resources, both human and material, are coordinated by the educational resources program. These standards for the educational resources program are intended to maximize the relationship between human and material resources to implement the total curriculum of the school.

The educational resources program is composed of four basic services relevant to instructional media methods and equipment for both staff and students. They are: textbook and instructional materials services; library services; equipment services and training and consultative services.

As noted in the 1968 edition of these standards, modern technological developments in radio, television and multisensory educational materials have led to separate development in many schools of a "media center" quite apart from the traditional "school library." In the ensuing years, experience has demonstrated the wisdom of close linkage between these two similar and related functions.

Thus, these standards describe an integrated educational resources program combining both the media and library functions in close harmony with curricular programs. A single administrative structure facilitates both economy and efficiency.

A key element in this integration is the designation of a specific staff member to coordinate the four basic program services identified above. In smaller schools, the coordinator will need to spend only part time in "coordinating" and will be able to work directly on providing one or more of the basic services. In a larger setting, the coordinator may need to spend up to full time on program administration and coordination and supervision of the various personnel engaged in the program.

This self-study and evaluation guide is used by residential schools in the self-study for accreditation purposes along with other sections listed on page iii.

EDUCATIONAL RESOURCES PROGRAM

THE STANDARDS

1. PLANNING AND ORGANIZATION

( ) 1.1 PHILOSOPHY. The educational resources program is consistent with the school's statement of philosophy of services as approved by the governing authority.

Comments:

( ) 1.2 PURPOSE. The purpose of the educational resources program is to provide a wide range of suitable instructional materials and equipment for students and school personnel, training in their effective use and coordination of all component services.

( ) 1.2.1 Emphasis. Emphasis is given to direct services to students and teachers and the development and maintenance of appropriate collections of materials and equipment.

( ) 1.2.2 Statement of purpose. The purpose of the educational resources program is clearly set forth in writing.

Comments:

( ) 1.3 PLANNING. A variety of methods is used for systematic planning of the educational resources program.

( ) 1.3.1 Long Range Planning. A written long range plan establishes major program goals and projects the human, physical and financial resources needed to achieve them.

( ) 1.3.1.1 The major long range goals of the educational resources program are coordinated with the school's long range plans for curriculum and overall operations.

( ) 1.3.1.2 The plan extends for a specified time beyond the current school year and is updated at stated intervals.

Comments:

( ) 1.3.2 Annual Planning. A specific written program and financial plan for the educational resources program is prepared for each fiscal year.

( ) 1.3.2.1 The annual plan includes a statement of measurable objectives to accomplish the stated goals.

( ) 1.3.2.2 The educational resources program coordinator and other appropriate personnel assist in preparation of the annual plan.

Comments:

( ) 1.3.3 Individualized Education Program. The individualized education program for each student takes into account the availability of suitable educational resources.

( ) 1.3.4 Short Range Planning. Personnel in the educational resources program maintain open channels of communication through conferences and exchange of written communications to facilitate day-to-day planning, problem solving and coordination with other school programs.

Comments:

( ) 1.3.5 Coordination with Others. Sustained efforts are made to coordinate the school's own planning for educational resources with those of applicable regional instructional materials centers, libraries for the blind and physically handicapped, groups which produce reading materials for the blind and visually handicapped, local education agencies and the state department of education.

Comments:

( ) 1.3.6 Participation in Planning. Planning for the educational resources program is broadly-based with provision for appropriate participation by members of the governing or advisory body, school administrators, the coordinator of the educational resources program, teachers, houseparents, aides or paraprofessionals and other staff, volunteers, students, parents or guardians and other consumers, specialized consultants and personnel of local education agencies and libraries, applicable libraries for the blind and physically handicapped, groups which produce reading materials for the blind and visually handicapped and the state department of education.

Comments:

( ) 1.4 STUDENTS SERVED. All students, including those in the program for multihandicapped students and in the K-12 program are served by the educational resources program.

( ) 1.4.1 Students Taking Classes in Nearby Schools. Educational resources support is provided to those of the school's students who are taking classes or courses at nearby day schools.

( ) 1.4.2 Other Students. The educational resources program is guided by written policies and procedures concerning such services provided to students enrolled in other schools.

Comments:

( ) 1.5 ORGANIZATION. The educational resources program is clearly and purposefully outlined.

( ) 1.5.1 Structure. The school's organizational chart locates this program within the school's administrative structure.

( ) 1.5.2 Coordination. A staff member is assigned to coordinate all components of the school's educational resources program.

( ) 1.5.3 Assignment of Responsibilities. Job descriptions of all personnel in the educational resources program spell out their responsibilities for the program.

Comments:

2. PERSONNEL

( ) 2.1 NUMERICAL ADEQUACY. A sufficient number of professional staff, aides or paraprofessionals and volunteers is made available to achieve the purpose of the educational resources program.

Comments:

( ) 2.2 KNOWLEDGE ABOUT BLINDNESS. All professional staff evidences understanding of the educational impact on students of blindness or other visual impairment and multihandicapping conditions and possesses knowledge of the specialized media, materials and equipment needed for such handicapped students.

Comments:

( ) 2.3 COORDINATOR. A staff member is designated to coordinate the educational resources program: such coordinator meets one or the other of the following qualifications (A or B):

	A. Certification		B. Specified Preparation
( ) 2.3.1A	Possession of a valid state license or certificate in media or library science.	( ) 2.3.1B	Graduation from an accredited graduate degree program in media or library science with course work in library and information service, education communications and technology and communications from an accredited college or university.

( ) 2.3.2 Management Skills. The coordinator demonstrates skills in program administration and coordination of the efforts of the various personnel involved in providing and using educational resources.

Comments:

( ) 2.4 LIBRARIAN. If the duties associated with the school's student library and professional staff library are of sufficient magnitude that they cannot be handled singly by the coordinator of the educational resources program, a librarian is employed for these purposes who meets one or the other of the following qualifications (A or B):

	A. Certification		B. Specified Preparation
( ) 2.4.1A	Possession of a valid state license or certificate in media or library science.	( ) 2.4.1B	Graduation from an accredited graduate program in media or library science with course work in library and information service, education communications and technology and communications from an accredited college or university.

Comments:

( ) 2.5 MEDIA SPECIALISTS. Media specialists, who meet one or the other of the following qualifications (A or B), are employed as needed to implement the various component services within the educational resources program:

	A. Certification		B. Specified Preparation
( ) 2.5.1A	Possession of a valid state license or certificate in media or library science.	( ) 2.5.1B	Graduation from an accredited undergraduate degree program in media with course work in educational communications and technology, information science and curriculum from an accredited college or university.

Comments:

( ) 2.6 AIDES OR PARAPROFESSIONALS. Aides or paraprofessionals are employed to provide adequate secretarial, clerical and braille transcribing services under direct supervision of professional staff.

( ) 2.6.1 Qualifications. Aides or paraprofessionals are qualified by graduation from high school or the certified equivalent, and demonstrated skills in general office procedures, filing and typing.

( ) 2.6.2 Certified Braille Transcriber. At least one aide or paraprofessional worker is certified as a braille transcriber by the U.S. Library of Congress

Comments:

( ) 2.7 VOLUNTEERS. Volunteers are utilized in the educational resources program, as needed.

( ) 2.7.1 Administration. Volunteers are recruited, screened, selected, oriented, trained, placed, supervised, evaluated and given recognition in accordance with *Section C-3, Personnel Administration and Volunteer Service.*

( ) 2.7.2 Assignments. Volunteers are assigned tasks which are appropriate to their interests, skills and training (check the assignments regularly given to volunteers):

_____ Serving as readers to blind and visually handicapped students

_____ Operating selected equipment

_____ Assisting in teaching the use of the student library

_____ Providing secretarial or clerical help

_____ Assisting in preparation of materials

_____ Other (Specify)

Comments:

( ) 2.8 INSERVICE TRAINING. Provision is made in the school's staff development plan for an on-going program of inservice training for all personnel involved in the educational resources program.

( ) 2.8.1 Coordination. The coordinator of the educational resources program is involved in the planning and provision of such inservice training.

( ) 2.8.2 Handicapping Conditions. Information is presented concerning the effects of blindness or other visual impairment and multihandicapping conditions upon education and the specialized media, materials and equipment needed for the students.

( ) 2.8.3 Other. Safety and emergency procedures related to the educational resources program and equipment and other timely topics are included as appropriate for the various categories of personnel involved in the program.

Comments:

3. TEXTBOOK AND INSTRUCTIONAL MATERIALS SERVICES

( ) 3.1 PURPOSE. Collections of textbooks and instructional materials are acquired, maintained and made available to meet curriculum needs and student interests for special study and leisure readings.

Comments:

( ) 3.2 AVAILABILITY. Necessary textbooks and instructional materials are made available readily to each student as needed to implement the individualized education program.

( ) 3.2.1 Basic Texts. Whenever needed for a particular course or curricular program, each student is provided with a copy of each basic text.

( ) 3.2.2 Media. Each student is provided textbooks and other instructional materials in the medium (braille, large print, regular print or recorded form) best suited to individual need and development of communication skills.

( ) 3.2.3 Readers. When textbooks and other materials are not available in a particular medium needed by a student, reader service is provided.

Comments:

( ) 3.3 REVIEW AND SELECTION PROCESS. The selection of textbooks and instructional materials is accomplished in accordance with written policies and procedures which afford teachers and other school personnel, students, parents or guardians and other consumers and outside individuals and groups with opportunities to review and comment on a broad variety of titles and materials.

( ) 3.3.1 Role of Educational Resources Program. Professional staff of the educational resources program provides leadership in making known the availability of new materials and in acquiring review copies.

( ) 3.3.2 State Education Department. The selection process takes advantage of textbook resources of the state department of education and observes applicable policies and procedures concerning state approval of textbooks.

( ) 3.3.3 Public Access. Textbooks which are proposed and in use are available for review by the public.

Comments:

( ) 3.4 SELECTION CRITERIA. Written criteria for selection are prepared and disseminated to assist in the review and selection process.

( ) 3.4.1 Appropriateness. Selection procedures ensure that appropriate, relevant and up-to-date materials are made available which best contribute to the achievement of the instructional goals and objectives of each curricular program.

( ) 3.4.2 Media. Materials selected are available in the medium (braille, large print, regular print or recorded form) appropriate for the student or are readily transcribed into that medium.

( ) 3.4.3 Content. The content of textbooks and instructional materials presents an unbiased and objective viewpoint in accord with the school's written selection criteria, community standards, and the basic American concept of intellectual freedom.

Comments:

( ) 3.5 MATERIALS CONTROL. The educational resources program exercises effective control over the organization, inventory, housing, distribution and disposal of surplus textbooks and instructional materials.

( ) 3.5.1 Organization and Inventory System. The program has an established organization and inventory system for textbooks and instructional materials which operates on a continuous basis.

( ) 3.5.2 Housing of Materials. Sufficient space is provided for the housing of materials most widely used and controls are maintained for their preservation.

( ) 3.5.3 Distribution System. A procedure is established by which textbooks and instructional materials are distributed to designated locations upon appropriate request.

( ) 3.5.4. Disposal of Surplus Textbooks and Instructional Materials. A procedure is established for prompt disposal of obsolete or damaged textbooks and instructional materials to release valuable space for efficient storage of current materials.

Comments:

4. LIBRARY SERVICES

( ) 4.1 PURPOSE. The library services component of the educational resources program exists to ensure the availability of materials in various media in a broad range of interest areas to supplement and reinforce the curriculum and fulfill the personal requirements of students and teachers.

Comments:

( ) 4.2 ACCESSIBILITY. Collections are easily accessible to students and school personnel.

( ) 4.2.1 Facility. Collections are housed in a centrally located facility which is open and staffed to facilitate maximum usage.

( ) 4.2.2 Circulation. Procedures are followed which encourage loan circulation.

Comments:

( ) 4.3 SCOPE. Collections provide for subject, interest, and reference coverage, multiple reading and developmental levels and media format in each subject area and representation of various points of view.

Comments:

( ) 4.4 REVIEW AND SELECTION PROCESS. The selection of library books and materials is accomplished in accordance with written policies and procedures which afford school personnel, students, parents, guardians or other consumers, and outside individuals and groups with opportunities to review and comment on a broad variety of titles and materials.

( ) 4.4.1 Role of Educational Resources Program. Selection of library materials is administered by the educational resources program.

( ) 4.4.2 Considerations for Selection. Items are selected on the basis of established elements of evaluation such as appeal and value for users, accuracy, currency, style and quality of production.

Comments:

( ) 4.5 TECHNICAL PROCESSING. All collections are maintained in accordance with established procedures.

( ) 4.5.1 Classification and Shelving. Library of Congress or equivalent systems are used for classifying and shelving materials.

( ) 4.5.2 Cataloging. Library of Congress, Piercy or equivalent systems are used for cataloging.

( ) 4.5.2.1 A central catalog file is maintained which is easily useable and accessible by students and school personnel.

( ) 4.5.2.2 Professional and student catalogs are maintained separately.

( ) 4.5.2.3 Subcatalogs are provided as appropriate.

Comments:

( ) 4.6 MEDIA FORMATS. A suitable mixture of media formats is included in the library services collections in order to meet the needs of blind and partially sighted readers.

Comments:

( ) 4.7 PRINT MATERIALS FOR STUDENT USE. The print materials collection consists of books, reference books, periodicals, newspapers and pamphlets.

( ) 4.7.1 Books. The basic book collection is guided by accepted bibliographic lists. (See page 26 for examples.)

( ) 4.7.1.1 The book collection provides at least 16 titles per student user.

( ) 4.7.2 Reference Books. The print materials collection contains current and adequate reference books (dictionaries, encyclopedias, etc.).

( ) 4.7.3 Periodicals. The print materials collection includes current and back issues of periodicals and newspapers in response to user interest and curriculum support needs.

( ) 4.7.3.1 The periodical collection provides 50 titles for student use.

( ) 4.7.4 Pamphlets. The collection includes state, national, and international government and agency documents expressing useful, current, and varied points of view.

Comments:

( ) 4.8 VISUAL MATERIALS FOR STUDENT USE. The collection of visual materials consists of a variety of items which includes filmstrips, slides and transparencies, graphics, and motion picture films.

( ) 4.8.1 Filmstrips. Such items are provided alone or in a multimedia package.

( ) 4.8.1.1 For individualized programs in which students work with filmstrips sufficient duplicates are provided to meet user needs.

( ) 4.8.2 Slides and Transparencies. Such items are available alone or in a multi-media package and include special subject collections.

( ) 4.8.2.1 For individualized programs in which students work with slides and transparencies sufficient duplicates are provided to meet user needs.

( ) 4.8.3 Graphics. Such items as posters, art and study prints, maps and atlases are provided in sufficient quantity to meet user needs.

( ) 4.8.4 Motion Picture Films. The library services provides teachers access to relevant and current films which support various topics included in the curriculum.

( ) 4.8.4.1 Provisions are made for the library services to borrow, rent or purchase films as needed and authorized.

Comments:

( ) 4.9 AUDIO MATERIALS FOR STUDENT USE. Audio materials, other than those made especially for the blind, are provided on topics ranging from music to documentaries and drill materials, to promote individualized development of listening skills and aural literacy.

( ) 4.9.1 Format. Materials are available in various formats, including records, cassette and open-reel tapes.

Comments:

( ) 4.10 PROFESSIONAL LIBRARY. The library services component maintains an adequate and current professional library for purposes of reference and fulfilling professional interest and activity.

( ) 4.10.1 Types of materials. The professional library maintains collections of pertinent books, periodicals, monographs and documents relevant to education of the visually handicapped, special education, as well as general education.

( ) 4.10.2. Microform. Provisions are made to make available microform (microfiche or microfilm) copies of back periodicals and research abstracts.

( ) 4.10.2.1 Users have access to extensive microform data bases such as the Educational Resources Information Center (ERIC) and other similar reference systems.

Comments:

( ) 4.11 ACCESS TO OUTSIDE SOURCES. The library services component establishes procedures which enable students and faculty to obtain access to a variety of lending and purchase sources.

( ) 4.11.1 American Printing House for the Blind. The school utilizes its full share of quota funds for purchase of suitable materials from the American Printing House for the Blind.

( ) 4.11.2 Library of Congress. The school takes advantage of appropriate services, equipment, talking books, recorded magazines and braille materials available from the National Library Service for the Blind and Physically Handicapped and its nearest network affiliate.

( ) 4.11.3 Recording for the Blind. When appropriate, the school facilitates students to enroll for the recorded textbook services of Recording for the Blind.

( ) 4.11.4 Other Sources for Student Users. The library services component maintains catalogs and access to other sources for media and materials including nearby and other public libraries and volunteer reading materials production facilities.

Comments:

( ) 4.12 MAINTENANCE AND REPAIR. The educational resources program provides the equipment, supplies, and expertise to maintain and repair all collections either at the school or with outside vendors.

( ) 4.12.1 Periodic Examinations. Periodically, materials are examined for wear and appropriate action is taken to assure quality to the user.

Comments:

( ) 4.13 FACILITIES. The library services facilities are designed to encourage active use by all students and school personnel and to provide suitable storage and accesssibility of equipment and collections.

( ) 4.13.1 General Physical Facilities. The general physical facilities for the library services conform to the standards of *Section C-4, Physical Facilities.*

( ) 4.13.2 Storage Space. Shelving is of a strong durable design, adequately lighted, and of an appropriate height and accessibility.

( ) 4.13.3 Appropriate Environmental Qualities. Provisions have been made to ensure an appropriate environment for a library, including lighting, space, floor-covering, temperature and humidity control, acoustical quality control, and a barrier and obstacle-free arrangement.

( ) 4.13.4 Individual and Small Group Study Carrels. Within the library or immediately adjacent, there is a sufficient quantity of study carrels for individual and group study.

( ) 4.13.4.1 All study carrels have adequate work area, lighting, storage for materials in use, and are appropriately isolated to alleviate disturbing others.

( ) 4.13.4.2 Some carrels have appropriate power and audio connections for audio-visual equipment.

Comments:

5. EQUIPMENT SERVICES

( ) 5.1 PURPOSE. The educational resources program includes an equipment services component which provides audio, visual, audio-visual and tactile support systems and appropriate equipment for production and duplication of materials.

( ) 5.2 AVAILABILITY. Equipment is provided in sufficient quantity to meet individual demands within the school.

Comments:

( ) 5.3 AUDIO EQUIPMENT. Modern audio equipment is available including open-reel and cassette tape players/recorders of both classroom and portable types, and sound disc reproducers (record players).

( ) 5.3.1 Modified Equipment. Ample quantities are made available to students of specially adapted sound reproduction equipment such as that from the American Printing House for the Blind, Library of Congress or the equivalent.

( ) 5.3.2 Loan. Procedures are established for loan of audio equipment to students and school personnel.

( ) 5.3.3 Earphones. Suitable earphones are made available for use with the audio equipment.

Comments:

( ) 5.4 VISUAL AND AUDIO-VISUAL EQUIPMENT. Standard types of visual and audio-visual equipment are provided to meet user demands.

( ) 5.4.1 Filmstrip Projectors and Viewers. Such equipment is provided in sufficient quantities to meet classroom and library needs.

( ) 5.4.2 Slide and Transparency Equipment. Such equipment is provided in sufficient quantities to meet classroom, library and faculty needs and includes (check those which are available in sufficient quantities):

_____ Slide projectors
_____ Individual slide viewers
_____ Overhead projectors
_____ Opaque projectors
_____ Other (specify)

Comments:

( ) 5.4.3 16mm Sound Projectors. Sufficient numbers of 16mm sound projectors are provided to meet classroom or other group needs.

( ) 5.4.4 Microfiche and Microfilm Viewers. At least one microfiche or microfilm reader or reader/printer is provided in an accessible location for staff use.

( ) 5.4.5 Television. The educational resources program either itself provides, or makes provision to have access to video recording/playback and reception equipment for use by students and staff.

Comments:

( ) 5.4.6 Projection Screens. Classrooms are equipped with quality projection screens or sufficient quantities of portable screens are available for checkout.

( ) 5.4.7 Globes and Large Maps. A sufficient quantity of globes and/or large classroom maps is available to meet user needs.

( ) 5.4.7.1 Globes and large maps are selected on the basis of true scale and relationships, color, print size, clear typefaces and general considerations for the intended user.

( ) 5.4.8 Large Type Typewriters. Typewriters with at least 18-point upper and lower case type, are provided to meet teacher and student needs.

( ) 5.4.9 Closed Circuit Television Reading System. At least one closed circuit television reading system is available in the library for student use.

( ) 5.4.10 Optical Magnifiers. A suitable number and variety of optical magnifiers are provided for student use.

Comments:

( ) 5.5 TACTILE SYSTEMS. Sufficient quantities and varieties of good quality tactile instructional equipment and materials are provided.

( ) 5.5.1 Braille Writing Equipment. Sufficient quantities of modern braille writers, paper or "paperless", are available to meet user needs.

( ) 5.5.2 Tactile Reading Machines. At least one Optacon or equivalent device, and a person trained to teach its use, are available.

( ) 5.5.3 Globes and Large Maps. Current tactile globes and maps designed for the blind are provided to meet user needs.

( ) 5.5.4 Model Representations. Sufficient quantities and varieties of good quality model representations of biological, anatomical, geographic and mechanical phenomena are provided to meet instructional needs.

( ) 5.4.5 Museum Items. The program provides a museum collection in either a fixed location or a portable form for use by students.

Comments:

( ) 5.6 PRODUCTION AND DUPLICATION EQUIPMENT. Modern equipment for use by teachers and students for production and duplication of visual, tactile, and auditory materials is provided to meet individual student requirements.

( ) 5.6.1 Photocopy Machines. At least one modern photocopy machine is available for use by teachers through the program and is placed in an easily accessible location.

( ) 5.6.2 Duplication Machines. Teachers have easy access to printing services or equipment by either a stencil, offset or other ink transfer or electrostatic process.

( ) 5.6.3 Audio Tape Duplication System. At least one high-speed cassette and open-reel audio tape duplicator is available to the program.

( ) 5.6.4 Dry Mount Press or Rotary Laminator. At least one dry mount press with a platen of approximately 18" x 23" and a tacking iron, or one rotary laminator is provided.

( ) 5.6.5 Thermoform. At least one Thermoform machine is provided with 8½" x 11½" and 11" x 11½" platens, and an adequate supply of duplicating sheets is maintained.

( ) 5.6.6 Paper Cutter. At least one manual paper cutter (30" x 36") is provided.

( ) 5.6.7 Transparency Makers. At least one thermal or diazo transparency maker is provided.

( ) 5.6.8 Cameras. At least one, good quality 35mm camera is available to produce slides or negatives.

Comments:

( ) 5.7 TECHNOLOGICAL DEVELOPMENTS. Provisions are made for the educational resources program staff to keep abreast of technological developments in electronic and mechanical equipment designed to facilitate access to print materials by blind persons.

( ) 5.7.1 Participation. Whenever appropriate, the school undertakes to participate in the testing and evaluation of new and innovative equipment and systems and maintains contacts with professional and commercial groups engaged in their development.

( ) 5.7.2 Acquisition. Recommendations for acquisition of new equipment are elicited on a planned basis from staff of the educational resources program and other school personnel.

Comments:

( ) 5.8 MAINTENANCE AND REPAIR OF EQUIPMENT. Provisions are made for regular maintenance and repair of all equipment so that such equipment is available for use on a continuous basis.

Comments:

( ) 5.9 DISPOSAL OF SURPLUS AND OBSOLETE EQUIPMENT. Written provisions and procedures exist for the prudent disposal of surplus and obsolete equipment.

Comments:

6. STAFF DEVELOPMENT AND CONSULTATIVE SERVICES

( ) 6.1 PURPOSE. Provisions are made for the educational resources program to train and assist students and school personnel in locating, producing, utilizing, evaluating and applying the various media, methods and equipment necessary for successful use of instructional materials in furtherance of curriculum objectives.

Comments:

( ) 6.2 INSERVICE TRAINING. Provision is made in the school's overall staff development plan for staff of the educational resources program to plan and provide inservice training for other school personnel related to instructional materials for blind and visually handicapped and multihandicapped students.

Comments:

( ) 6.3 CONSULTATION. The educational resources program staff contributes to the development, evaluation and revision of individualized education programs; works with teachers and students and in the evaluation, selection, use, and production of materials; assists and train individuals in the technical operation of equipment; and serves as consultants in providing effective learning environments.

Comments:

7. PROGRAM EVALUATION

( ) 7.1 PURPOSE. The school uses various systems for evaluation of the educational resources program to monitor the application of human and financial resources, to appraise the progress made toward program goals, to measure the extent of achievement of established program objectives, to ensure consistency with the school's statement of philosophy of service and to assess student performance.

Comments:

( ) 7.2 SCOPE OF PROGRAM EVALUATION. Evaluation of the educational resources program is conducted systematically and includes all relevant factors affecting the program.

( ) 7.2.1 Long Range Plan. Progress toward reaching the long range goals of the educational resources program is reviewed each year and the findings used to aid in revising and extending the long range plan for curriculum and overall school operations.

Comments:

( ) 7.2.2 Annual Plan. The achievements of the educational resources program are measured against the specific objectives established in the annual program and financial plan and a review is made of the expenses of the program.

( ) 7.2.2.1 The findings are used to aid in developing the next annual program and financial plan.

( ) 7.2.3 Resources. Evaluation of the educational resources program encompasses the adequacy of available resources including personnel, facilities, materials and equipment.

( ) 7.2.4 Evaluation Systems. The systems used for evaluating the educational resources program are themselves evaluated from time to time in terms of efficiency and effectiveness in achieving their purposes.

Comments:

( ) 7.2.5 Program Evaluation Checklist. The evaluations of the educational resources program are made in relation to a number of significant factors such as (check those which are regularly included in evaluation of this program):

___ Clarity of purpose

___ Effectiveness of planning processes

___ Breadth of participation in planning, selection of materials, service delivery and evaluation

___ Adequacy of content of collections and usefulness of equipment

___ Extent of use of facilities by students and staff

___ Adequacy of opportunities for the student to choose and receive titles for leisure reading

___ Suitability of materials in the various media for blind, visually handicapped and multihandicapped students

___ Sufficiency of training and consultative activities

___ Adequacy of resources available for the program

___ Findings of follow-up studies

___ Other (specify)

Comments:

( ) 7.3 SCOPE OF STUDENT ASSESSMENT. Provisions are made for timely assessment of progress in relation to the educational resources components of each student's individualized education program.

( ) 7.3.1 Individualized Education Program. Student assessment procedures are an integral part of the process of developing and revising whenever indicated, each student's individualized education program.

( ) 7.3.2 Relationship to Program Evaluation. The findings of individualized student assessment are utilized in evaluation of the educational resources program.

( ) 7.3.3 Student Assessment. Student assessments are made in relation to a number of significant factors such as (check those which are regularly taken into account in student assessment):

___ Developmental level

___ Observed skills

___ Student interest

___ Adequacy of materials and equipment made available

___ Extent of participation in planning and assessment by the student and parents or guardian

___ Recorded evidences of student growth and progress

___ Utility of assessment procedures and instruments

___ Readiness for self-directed study and mainstreaming

___ Suitability of available resources to serve the best interests of the student

___ Other (specify)

Comments:

( ) 7.4 PARTICIPATION IN EVALUATION. Provisions are made for broadly-based participation in the evaluations of the educational resources program.

( ) 7.4.1 Sources of Input. Provision is made for appropriate participation in evaluations by members of the school's governing or advisory body, school administrators, the coordinator or the educational resources program teachers, houseparents, aides or paraprofessionals and other staff, volunteers, students, parents or guardians and other consumers, specialized consultants and personnel of local education agencies and libraries, applicable libraries for the blind and physically handicapped, groups that produce reading materials for the blind and the state library and department of education.

Comments:

( ) 7.4.2 Structure. Evaluations of the educational resources program are conducted by means of established systems with assigned responsibilities including a committee headed by the coordinator of the educational resources program or other designated individual

Comments:

( ) 7.5 UTILIZATION OF FINDINGS. Evaluation findings are summarized in writing and systematically used in the school's planning, budgeting and internal and public reporting activities.

Comments:

PROGRAMMING FOR IMPROVEMENT

Programming for improvement involves a continuous cycle of planning, implementation and evaluation. Accreditation is a structured method of evaluation and planning. When meshed closely with an organization's normal program and fiscal planning and evaluations, the accreditation process enhances the organization's capacities to effect improvements.

This final part of the Guide is intended to summarize and report on the principal findings of the self-study of the program evaluated on the preceding pages.

The first question is designed to elicit a listing of those features of the program which are deemed to be most outstanding.

Questions two through six are designed for the organization to summarize its program for improvement. Starting with a review of the recent past, these questions proceed through the present and into the future. Undoubtedly, the NAC self-study of this program has generated ideas for its improvement. Questions four through six are focused particularly on taking advantage of the momentum created by the self-study by setting forth a timetable for improvement which reflects or can be incorporated into the organization's normal planning system.

This summary will help the on-site review team to understand and to report on the program's strengths, the organization's recent achievements and its plans for the future. In this way, it also will assist the Commission on Accreditation in applying the following principle: if deficiencies exist, the organization is willing to remedy them and shows evidence of commitment to make the needed improvements in a reasonable time.

The "bottom line" for any human service program is its beneficial impact on the lives of the people it serves, and question seven asks about such impact. If the organization has conducted any recent follow-up studies, data from them as well as the broadly-based input received from participants in the self-study may be helpful in preparing this statement.

1. What are the outstanding features of this program at this time?

2. *What improvements or other changes were made in the fiscal periods from five years ago through two years ago?*

3. *What improvements or other changes were made in the most recently completed fiscal year?*

4. *What improvements or other changes have been introduced in the current fiscal year? (Indicate which were made as a result of the self-study. Also, if they have not yet been completed, indicate when completion is expected.)*

5. *What improvements are included in the plan for next fiscal year?*

6. *What additional improvements are contemplated in the long range plan?*

7. What impact has this program had on the persons served?

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Date completed by Subcommittee _____

Date accepted by Coordinating Committee _____

Organization Name _____

SELECTED READINGS

BOOKS

American Association of School Librarians. *Media Programs: District and School.* Chicago, IL: American Library Association, 1976.

Fidell, Estelle A. (Editor). *Childrens' Catalog.* New York, NY: H. W. Wilson Co., current edition.

____. *Fiction Catalog.* Ibid.

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Health and Rehabilitative Library Services Division. *Standards of Services for the Library of Congress Network of Libraries for the Blind and Physically Handicapped.* Chicago, IL: American Library Association, forthcoming.

Instructional Materials Resource Center. *The Central Catalog.* Louisville, KY: American Printing House for the Blind, annual.

Jones, Milbrey. *Survey of School Media Standards.* Washington, DC: Office of Education, U.S. Department of Health Education and Welfare, 1977.

National Association of Independent Schools. *Books for Secondary School Libraries.* New York, NY: R. R. Bowker Co., current edition.

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JOURNALS

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Exceptional Children. Reston, VA: Council for Exceptional Children.

Journal of Visual Impairment and Blindness (through 1976, *The New Outlook for the Blind).* New York, NY: American Foundation for the Blind.

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